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1949

An Analysis of Second-Grade Workbooks  
Reading

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Thesis

AN ANALYSIS OF SECOND GRADE  
READING WORKBOOKS

Submitted by

Grace L. Mills

(B. S. in Ed., Boston Teachers College, 1941)

In partial fulfillment of requirements for degree of  
Master of Education

1949

First Reader: Helen A. Murphy, Associate Professor of Education

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## ACKNOWLEDGEMENT

The writer wishes to give sincere appreciation to Dr. Helen Murphy for her helpfulness in the completion of this study.

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## INTRODUCTION

### STATEMENT OF THE PROBLEM

The following study is an attempt to analyze fifteen workbooks which accompany basic readers for the second grade.

The use of supplementary seatwork in Grade Two is of great importance in providing necessary practice. To have access to meaningful material, as well as a knowledge of where to look for it, is valuable in helping the teacher to adjust individual differences in the reading class.

In this study, the contents of each workbook will be analyzed to discover:

1. The types of activities;
2. The place of study skills;
3. The activities which could be used to supplement other basic reading systems.

As a result of this analysis of second grade reading workbooks, the writer hopes to obtain specific data which will be of help to teachers in any second grade reading program.

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## CHAPTER I

### PSYCHOLOGICAL FACTORS IN LEARNING

#### Repetition - A Factor in Learning

Guthrie<sup>1</sup> states that

Once a response has been elicited, once we do anything, the contribution of associative learning is to make it possible to elicit the response in new circumstances. . . . The general situation must remain substantially the same. . . . The effects of practice do not depend on mere repetition, but on the conditions of repetition and these conditions vary enormously in different learning situations. In both human and animal behavior, associations established on a single occasion are the rule rather than the exception. . . . It appears that practice is necessary to the extent that the response must be elicitable from a variety of situations. . . . Effective practice is conducted in the general situation in which we desire the future performance to be given. . . . Learning occurs normally in one associative episode. The reason that long practice and many repetitions are required to establish certain skills is that these really require many specific movements to be attached to many different stimulus situations.

Pavlov<sup>2</sup> reports that

It was necessary to repeat pairings of new stimulus and old stimulus between ten and fifty times in order to be fairly certain that the association was established.

Of educational significance are the findings of Sandiford<sup>3</sup> that

---

<sup>1</sup> Guthrie, E. R. "Conditioning: A Theory of Learning in Terms of Stimulus, Response, and Association," Psychology of Learning, Forty-first Yearbook of the National Society for the Study of Education, Part II, pp. 24, 30-32.

<sup>2</sup> Pavlov, I. P. "Reply of a Physiologist," Psychological Review, March 1932, 39:99.

<sup>3</sup> Sandiford, Peter, "Connectionism: Its Origin and Major Features," Psychology of Learning, Forty-first Yearbook of the National Society for the Study of Education, Part II, p. 125.

CHAPTER I

PSYCHOLOGICAL FACTORS IN LEARNING

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Sandiford, Peter, "Conditioning: Its Origin and Major Features," Psychology of Learning: Forty-Four Years, Book of the National Society for the Study of Education, Part II, p. 125.



Mere repetition of a situation has no effect on learning, that repetition of a connection has a little, but a very little, effect on learning, while repetition of a situation with belonging has a considerable effect on learning. . . . Repetition of a connection with belonging: that is, repetition of a belonging sequence, strengthens the connection even when the influence of the consequence of the connection (aftereffect) is discounted through being concealed or disguised.

### Frequency - A Factor in Learning

Dunlap<sup>1</sup> says that

The law of use, viz., that a response to a given stimulus pattern, definitely increases the probability that on the recurrence of the same, or substantially the same, stimulus pattern, the same, or approximately the same, response will occur.

Sandiford<sup>2</sup> states that

The law of exercise or frequency has two parts, use and disuse. The law of use is stated: When a modifiable connection is made between a situation and a response, that connection's strength is, other things being equal, increased. The law of disuse runs: When a modifiable connection is not made between a situation and a response over a length of time, that connection's strength is decreased. The phrase "other things being equal" refers mostly to the effect, the satisfyingness or annoyingness of the situation.

Watson<sup>3</sup> claims that

Frequency and recency explain learning and that it is necessary to invoke the law of effect. The successful action in maze learning, for example, must occur in every series: therefore, the successful action is learned mainly through frequency.

1

Dunlap, Knight. "A Revision of the Fundamental Law of Habit Formation," Science, 67, April 6, 1928, pp. 360-362.

2

Sandiford, Peter. Ibid., p. 123.

3

Watson, John B. "Our Manual Habits," Behaviorism, W. W. Norton and Co., Inc., New York, 1930, pp. 205-206.

More repetition of a situation has no effect on learning. That repetition of a connection has a little, but a very little, effect on learning, while repetition of a situation with belonging has a considerable effect on learning. . . . Repetition of a connection with belonging: that is, repetition of a belonging sequence, strengthens the connection even when the influence of the consequence of the connection (aftereffect) is discounted through being concealed or disguised.

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Sanford<sup>2</sup> states that

The law of exercise or frequency has two parts, one and the same. The law of use is stated: When a modifiable connection is made between a situation and a response, that connection's strength is, other things being equal, increased. The law of disuse runs: When a modifiable connection is not made between a situation and a response over a length of time, that connection's strength is decreased. The phrase "other things being equal" refers mostly to the effect, the satiation or annoyances of the situation.

Watson<sup>3</sup> claims that

Frequency and recency explain learning and that it is necessary to invoke the law of effect. The successful action in case learning, for example, must occur in every series; therefore, the successful action is learned mainly through frequency.

<sup>1</sup> Dunlap, Knight. "A Revision of the Fundamental Law of Habit Formation," *Psychology*, 37, April 5, 1923, pp. 300-305.

<sup>2</sup> Sanford, Peter. *Ibid.*, p. 123.

<sup>3</sup> Watson, John B. "Our Mental Bodies," *Behaviorism*, E. W. Norton and Co., Inc., New York, 1930, pp. 203-204.



## Practice - A Factor in Learning

Thorndike<sup>1</sup> in his discussion of the laws of habit reflects the idea that

Practice without zeal, with equal comfort at success and failure, does not make perfect. When habit formation is reduced to the supposed effect of mere repetition, two results are almost certain. By the resulting theory little in human behavior can be explained by the law of habit; and, by the resulting practice, unproductive or extremely wasteful forms of drill are encouraged.

Locke<sup>2</sup> voiced the same idea when he wrote

Attention and repetition help much to the fixing of any ideas in the memory; but those which naturally at first make the deepest and most lasting impression are those which are accompanied with pleasure and pain.

Stroud<sup>3</sup> states that

Practice includes the use of all the techniques of learning, those by which meaning and the awareness of casual relationships are gained, by which conclusions are reached by reflection, and those by which responses are accompanied with reinforcement and belonging. . . . Practice is not synonymous with learning. While learning does not go on in the absence of practice, it does not necessarily go on in connection with practice.

## Distribution of Practice - A Factor in Learning

Psychological experimentation<sup>4</sup> has shown that short work periods are more effective than long ones.

---

<sup>1</sup> Thorndike, E. L. "Associative Learning in Man," Educational Psychology, Vol. II, Teachers College, Columbia University, New York, 1913, 3:22.

<sup>2</sup> Locke, John. "Memory," An Essay Concerning Human Understanding, XVI, George Routledge and Sons, London, 1898, p. 22.

<sup>3</sup> Stroud, J. B. "The Role of Practice in Learning," Psychology of Learning, Forty-first Yearbook of the National Society for the Study of Education, Part II, p. 357.

<sup>4</sup> Cummings, Robert A. "Improvement and the Distribution of Practice," Contributions to Education, Teachers College, Columbia University, Number 97, 1919.

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<sup>3</sup>Thorndike, L. B. "The Role of Practice in Learning," Psychology of Learning, Forty-first Yearbook of the National Society for the Study of Education, Part II, p. 351.

<sup>4</sup>Thorndike, Robert A. "Improvement and the Distribution of Practice," Contributions to Education, Teachers College, Columbia University, Number 27, 1919.



Stroud<sup>1</sup> infers that

It means that the nature of the function practiced should be changed within the class period. . . . It has long been recognized that there are two aspects to distributed practice, the length of the practice period and the length of the interval between practices. . . . No matter how thorough the initial learning is, forgetting is to be expected in time unless subsequent practice is engaged in. . . . The review should be engaged in soon after the learning exercise, within a day; and if there are to be several review exercises, the earlier ones should be frequent, the later ones, less frequent.

### Retention - A Factor in Learning

The experimental study of Spitzer<sup>2</sup> shows that

More is forgotten in one day without recall than is forgotten in sixty-three days with the aid of recall. Retention benefits significantly by recall. . . . The one general characteristic of the data on each item is the fact that the rate of forgetting is more rapid during the first day than during any subsequent period. . . . Immediate recall in the form of a test is an effective method of aiding the retention of learning and should, therefore, be employed more frequently in the elementary school.

Brownell<sup>3</sup> states that

When retention curves for school children reveal the losses characteristic of the Ebbinghaus curves of forgetting, the inference to be drawn is that these school children learned subject matter as bodies of nonsense statements.

---

<sup>1</sup> Stroud, J. B. Ibid., p. 173.

<sup>2</sup> Spitzer, H. F. "Studies in Retention," Journal of Educational Psychology, December 1939, 30:641-656.

<sup>3</sup> Brownell, William A. "Criteria of Learning in Educational Research," Journal of Educational Psychology, March, 1948, 39:170-182.

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<sup>3</sup> Brownell, William A. "Criteria of Learning in Educational Research," Journal of Educational Psychology, March, 1948, 39:170-182.



## USE OF WORKBOOKS IN TEACHING READING

### Justification for the Use of Reading Workbooks

Kerr<sup>1</sup> states

There are many advantages in using workbooks. Workbooks provide space for all necessary writing, thus, no lost papers or filing problems. Each child has a chance to use something new, fresh, and all his own. Each child can trace his own progress. The books are designed to expedite checking and correction of errors. . . . Workbooks supplement the program by providing additional drill material to strengthen the teaching program.

Miller<sup>2</sup> also includes this advantage when she says

Some workbooks are well-planned and do provide a wealth of drill material which would be too time consuming for the busy classroom teacher to prepare. Workbooks furnish good practice in silent reading.

Goodrich<sup>3</sup> writes that

The workbook is not an absolute necessity for it is possible to do efficient school work without it. It is not a luxury, however, in the sense that the chief reasons for its use are convenience or pleasure, for it has sound educational values. These values are realized only when the workbook is well selected and intelligently used. Even the best workbook is no panacea for educational ills. It is, however, a tool that makes it possible for a skilled workman to do a better piece of work.

1

Kerr, M. F. "Teaching with Workbooks," Elementary School Journal, 48: December, 1947, pp. 218-221.

2

Miller, E. F. "What About Workbooks?" American Childhood, 32: December, 1946, pp. 15-16.

3

Goodrich, T. V. "Is the Workbook a Necessity or a Luxury?" School Executive, 50: April 1931, pp. 359-361.

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### Characteristics of a Good Workbook

Clark<sup>1</sup> states that

It is essential that teachers know materials which will stimulate children to think, to anticipate the probable sequence of events, to derive meanings from the context, and which will meet the needs of children at varying interests and abilities.

Goslin<sup>2</sup> reports that

A selection of materials for a reading program is properly a co-operative research project undertaken to find materials which most closely parallel the objectives and development of children in the direction of those objectives.

Vreeland<sup>3</sup> lists six items which he thinks essential in a good workbook. He writes that a good workbook:

1. Tends to foster helpfully an intimate personal contact between pupil and teacher.
2. Utilizes as many as possible of the available materials and opportunities for experience.
3. Utilizes completely the findings of the scientific study of the learning process.
4. Provides adequately for maximum growth on the part of all learners.
5. Stimulates in wholesome ways, the assumption of responsibility by the pupil for all aspects of his work.
6. Provides effective training in the technique of self-diagnosis.

---

<sup>1</sup> Clark, L. Katherine. "The Nature and Variety of Reading Material in the Primary Grades," Supplementary Education Monographs, University of Chicago, Vol. IV, 1942, p. 138.

<sup>2</sup> Goslin, Willard E. "Co-operative Selection of Reading Material," Supplementary Education Monographs, University of Chicago, Vol. IV, 1942, p. 137.

<sup>3</sup> Vreeland, Wendell. "A Good Workbook from the Teacher's Point of View," Nation's Schools, 18: July, 1936, pp. 35-37.

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Clark, J. Katherine. "The Nature and Variety of Reading Material in the Primary Grades." Instructional Materials Monographs, University of Chicago, Vol. IV, 1945, p. 132.

Gooding, William E. "Co-operative Selection of Reading Material." Instructional Materials Monographs, University of Chicago, Vol. IV, 1945, p. 137.

Versand, Wendell. "A Good Workbook from the Teacher's Point of View." National Schools, 15: July, 1936, pp. 35-37.



### Content of Present Day Reading Workbooks

Salmon<sup>1</sup> in an analysis of the reading workbooks to accompany pre-primers, primers, and first readers of eight basic reading systems, summarizes thus:

In Preprimer workbooks the outstanding item is matching sentence and picture, with a total of 198 pages. A total of 13 pages were concerned with auditory discrimination and perception. . . . In Primer workbooks the item which occurs most frequently is following directions, with a total of 125 pages. A total of 71 pages were devoted to word analysis exercises. . . . In First Reader workbooks the item which occurs most frequently is completing sentences by selecting a word or phrase, with a total of 162 pages. A total of 198 pages of word analysis exercises are found.

The following study attempts to find information concerning the organization and content of reading workbooks which accompany basal readers for the second grade.

---

1

Salmon, Catherine F. "An Analysis of First Grade Reading Workbooks," Unpublished Master's Thesis, Boston University, 1948, p. 65.

Content of Present Day Reading Workbooks

Below is an analysis of the reading workbooks as normally pre-

pared, primary, and first readers of the basic reading system.

Summary:

In Primary workbooks the outstanding item is matching sentences and pictures, with a total of 128 pages. A total of 12 pages were concerned with auditory discrimination and perception. . . . In First workbooks the item which occurs most frequently is following directions, with a total of 128 pages. A total of 12 pages were devoted to word analysis exercises. . . . In First Reader workbooks the item which occurs most frequently is completing sentences by selecting a word or phrase, with a total of 128 pages. A total of 128 pages of word analysis exercises are found.

The following study attempts to find information concerning the organization and content of reading workbooks which accompany basal readers for the second grade.

Below, Catherine F. "An Analysis of First Grade Reading Workbooks," Unpublished Master's Thesis, Boston University, 1935, p. 62.



## CHAPTER II

### PLAN OF THE STUDY

The writer chose for her analysis the workbooks of the eight basic reading systems analyzed by C. T. Salmon in her 1948 thesis, "An Analysis of First Grade Reading Workbooks," and added two other basic reading systems which had been published within the year.

This study, therefore, is concerned with the analysis of a total of fifteen workbooks covering second reader levels of ten basic reading systems. The list follows:

1. Adventures with Faces and Places, M. B. Quinlan, Quinlan Readers, Allyn and Bacon, Boston, 1940, 88 pages.
2. Study Book for Over a City Bridge, E. A. Betts and C. M. Welch, Betts Basic Readers, American Book Co., 1948, 112 pages.
3. My Do and Learn Book to accompany We Are Neighbors, O. Ousley and D. H. Russell, The Ginn Basic Readers, 1948, 79 pages.
4. My Do and Learn Book to accompany Around the Corner, O. Ousley and D. H. Russell, The Ginn Basic Readers, 1948, 79 pages.
5. Do and Learn to accompany Lost and Found, Revised, Paul Witty and Ruth Bristol, Reading for Interest Series, D. C. Heath and Co., 1947, 125 pages.
6. The Workbook to accompany Stories We Like, Gerald Yoakam, Kathleen Hester, and Louise Abney, Laidlaw Basic Readers, Laidlaw Brothers, 1947, 92 pages.
7. A Preparatory Book, My Work-Play Book for Friends and Workers, A. I. Gates, M. B. Huber, C. C. Peardon, and F. S. Salisbury, Today's Work-Play Books, The Macmillan Co., 1945, 128 pages.
8. The Companion Book for Friendly Village, M. C. O'Donnell, H. Scharschug, and Alice Carey, The Alice and Jerry Books, Row, Peterson, and Co., 1941, 128 pages.

## CHAPTER II

### PLAN OF THE STUDY

The writer chose for her analysis the workbooks of the eight basic reading systems analyzed by G. T. Johnson in her 1948 thesis, "An Analysis of First Grade Reading Workbooks," and added two other basic reading systems which had been published within the year. This study, therefore, is concerned with the analysis of a total of fifteen workbooks covering second reader levels of ten basic reading systems. The list follows:

1. Adventures with Faces and Places, W. E. Guilan, Guilan Readers, Allyn and Bacon, Boston, 1940, 88 pages.
2. Study Book for Over a City Bridge, E. A. Bates and C. M. Welch, Series Basic Readers, American Book Co., 1940, 112 pages.
3. My Do and Learn Book to accompany the First Reader, O. Guelley and E. W. Russell, The First Basic Readers, 1940, 79 pages.
4. My Do and Learn Book to accompany the Second Reader, O. Guelley and E. W. Russell, The First Basic Readers, 1940, 79 pages.
5. Do and Learn to accompany First and Second Readers, Paul Witky and Ruth Bratton, Reading for Interest Series, D. C. Heath and Co., 1947, 122 pages.
6. The Workbook to accompany Stories We Like, Gerald Yonkan, Kathleen Hester, and Louise Abney, Laidlaw Basic Readers, Laidlaw Brothers, 1947, 92 pages.
7. A Prescriptive Book, Mr. Book-Play Book for Friends and Workers, A. I. Guter, M. E. Miller, C. G. Pearson, and P. A. Sullivan, Today's Work-Play Books, The Macmillan Co., 1945, 128 pages.
8. The Companion Book for Friendly Villages, M. C. O'Donnell, H. Scharschmidt, and Alice Carey, The Alice and Terry Books, Inc., Peterson, and Co., 1941, 128 pages.



9. The Companion Book for The New Friendly Village, M. C. O'Donnell, H. Scharschug, and Alice Carey, The Alice and Jerry Books, Row, Peterson, and Co., 1948, 128 pages.
10. Think-and-Do Book to accompany Friends and Neighbors, W. S. Gray, and Marion Monroe, The Basic Readers, Scott, Foresman, and Co., 1946, 80 pages.
11. Think-and-Do Book to accompany More Friends and Neighbors, W. S. Gray, and Marion Monroe, The Basic Readers, Scott, Foresman, and Co., 1946, 80 pages.
12. Read and Do to accompany In New Places, Nila B. Smith, Learning to Read Series, Silver Burdett and Co., 1947, 96 pages.
13. Read and Do to accompany With New Friends, Nila B. Smith, Learning to Read Series, Silver Burdett and Co., 1947, 96 pages.
14. Workbook to accompany Along the Way, Gertrude Hildreth, Easy Growth in Reading Series, John C. Winston Co., 1947, 111 pages.
15. Workbook to accompany The Story Road, M. J. Henderson, Easy Growth in Reading Series, John C. Winston Co., 1948, 111 pages.

Each workbook was examined for the types of exercises and the number of pages on which the same type of exercise occurred.

The total number of repetitions in a workbook does not necessarily correlate with the total number of pages in the workbook. This is explained by the fact that very often more than one type of exercise is included on a single page. One of the many examples of this is found in Adventures in Faces and Places, page 5. Here two types of exercises are present. One a Yes-No exercise: Billy is in the back seat. Yes No; and the other a word analysis exercise: Draw a box around the two small words in the big words: Policeman Airplane.

A table, listing the items and the number of pages on which this item occurs, was made for each of the fifteen workbooks. An explanation of the meaning of these items may be found at the front or back of each workbook,

9. The Companion Book for The New Friendly Village, M. G. O'Donnell, H. Schenck, and Alice Carey, The Alice and Jerry Books, New York, 1948, 128 pages.

10. Think-and-Do Book for secondary friends and neighbors, W. C. Gray, and Marion Monroe, The Alice Books, Scott, Foresman, and Co., 1946, 80 pages.

11. Think-and-Do Book for secondary work friends and neighbors, W. C. Gray, and Marion Monroe, The Alice Books, Scott, Foresman, and Co., 1946, 80 pages.

12. Read and Do as secondary in New Haven, Miss H. Smith, Learning to Read Series, Silver Burdett and Ginn, 1947, 90 pages.

13. Read and Do as secondary with New Friends, Miss H. Smith, Learning to Read Series, Silver Burdett and Ginn, 1947, 90 pages.

14. Workbook for secondary along the way, Gertrude Ellstrand, Mary Grown in Reading Series, John C. Winston Co., 1947, 111 pages.

15. Workbook for secondary The Story Road, M. J. Henderson, Mary Grown in Reading Series, John C. Winston Co., 1948, 111 pages.

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Pages and Places, page 5. Here two types of exercises are present. One

a Yes-No exercise: Billy is in the back seat. Yes No; and the other

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words: Policeman. Alphonse.

A table, listing the items and the number of pages on which this item

occurs, was made for each of the fifteen workbooks. An explanation of the

meaning of these items may be found at the front or back of each workbook.



or else on each individual page in the workbook. One exception to this procedure is found in the Today's Work-Play Books, published by Macmillan Company.

Next an overall table was made to show how all the workbooks correlated with each other.

In order to make these general tables it was necessary to make a check-list of items from the composite lists. The list follows:

1. Answering a question by a number.
2. Answering a question by a word.
3. Answering a question by a word underlined in the story itself.
4. Answering a question by a phrase.
5. Answering a question by a phrase underlined in the story.
6. Answering a question by a sentence.
7. Answering a yes-no question.
8. Answering a yes-no statement.
9. Answering a question by selecting a picture.
10. Answering a question by selecting a part of the picture.
11. Arranging pictures in order of sequence.
12. Arranging letters in order of sequence.
13. Arranging words in order of sequence.
14. Arranging sentences in order of sequence.
15. Arranging paragraphs in order of sequence.
16. Classifying pictures.
17. Classifying words.
18. Classifying phrases.
19. Classifying sentences.
20. Classifying paragraphs.
21. Completing a sentence by a picture.
22. Completing a sentence by a word.
23. Completing a sentence by a phrase.
24. Completing a word with a letter or sound.
25. Following directions, oral or printed.
26. Guessing riddles.
27. Imagery--illustrating story incidents.
28. Matching words in context.
29. Matching words and a sound.
30. Matching words and meanings.
31. Matching phrases of similar meaning.
32. Matching phrases and words.
33. Matching a picture and a sound.





34. Matching part of a picture and a sound.
35. Matching a picture and a word or name.
36. Matching part of a picture and a word or name.
37. Matching a picture and a phrase.
38. Matching part of a picture and a phrase.
39. Matching a picture and a sentence.
40. Matching part of a picture and a sentence.
41. Matching a picture and a paragraph.
42. Matching part of a picture and a paragraph.
43. Matching a name and a paragraph.
44. Matching a title and a paragraph.
45. Matching a sentence and a paragraph.
46. Matching a name and a phrase.
47. Matching a name and a sentence.
48. Matching a sentence or question and a title.
49. Matching a title and a story.
50. Word recognition tests.

As each page of each workbook was analyzed in view of these fifty items, it was found that there was a wide variance in every workbook. It seemed best to limit the terms used so the writer arbitrarily included only those items which occurred in at least eight of the fifteen workbooks analyzed. Using this criterion, there were twenty items which are now defined.

#### DEFINITION OF TERMS

Answering a question by a word.

What did Mrs. Goose want to bake?    cakes    pies

Answering a question by a phrase.

Who met John at the train?    his mother    his friends and neighbors  
his sister

Answering a question by a sentence.

Why did John go down?    Something pulled him.    Someone pushed him.

His feet went out from under him.    He let go of his line.





Answering a yes-no item.

Do baby crows live in nests at first?    Yes    No

Spot made the train go too fast.    Yes    No

Arranging items in order of sequence.

Early one morning a man began to rake leaves.

When night came, he was very tired.

All day long he raked and raked.

Arranging the paragraphs of a story in order of sequence by numbering them 1, 2, 3 etc.

Classifying words

brother    sister    father    drum

Classifying sentences.

Put B - boat    Put A - airplane    Put S - sled

1. We cannot sleep on this one.
2. It can fly very high.
3. This cannot go on the ground.

Completing a sentence by a word.

A letter was \_\_\_\_\_ to the basket.

named    tied

The bell \_\_\_\_\_ in the house.

bang    sang    rang

- . Many sentences with blanks. Words given at top or bottom or down the side of the exercise.

Completing a sentence by a phrase. (Multiple choice)

A little valentine

could be in a store.

Answering a yes-no item.

Do baby crows live in nests at first? Yes No

Food made the train go too fast. Yes No

Arranging items in order of sequence.

Early one morning a man began to take leaves.

When night came, he was very tired.

All day long he worked and talked.

Arranging the paragraphs of a story in order of sequence by numbering

them 1, 2, 3 etc.

Classifying words

brother sister father

Classifying sentences.

Put B - boat Put A - airplane Put C - fish

1. We cannot sleep on this one.

2. It can fly very high.

3. This cannot go on the ground.

Completing a sentence by a word.

A father was \_\_\_\_\_ to the basket.

named tied

The ball \_\_\_\_\_ in the house.

hang sang

Many sentences with blanks. Words given at top or bottom or down the

side of the exercise.

Completing a sentence by a phrase. (Multiple choice)

A little valentine

could be in a store.



could be colored red.

could push a wagon.

Little Joe went to Grandmothers because he heard a noise.

He didn't want to go alone because he had a new name.

On the way he was afraid because she was having pie.

He stopped being afraid because he thought it might rain.

Using imagery.

Draw pictures of new clothes you would like to buy.

Matching a word and a sound.

Put a line under each word in which you hear the short-i sound.

dig sign Dick hill

Matching a picture and a sound.

Put a line under each picture in which you hear the short-i sound.

(Pictures) knife kite thimble pipe fish

Matching a picture and a word.

picture of a bag big bag

Matching a picture and a phrase.

picture of a car Aunt Mary's letter Father's automobile

Jane's room

Matching a picture and a sentence.

Find a hat to put on in the rain. Picture of four hats.

Matching a picture and a paragraph

The engine of the train is a

big, big machine. It is the machine that makes the long train

go so fast. Picture of the engine is one of six pictures.

would be colored red.  
 could much a wagon.  
 little too want to understand  
 he didn't want to go alone  
 On the way he was afraid  
 He stopped being afraid  
 because he thought it might rain.  
 because she was having fun.  
 because he had a new name.  
 because he heard a noise.  
 During January.  
 Great pictures of new clothes you want like to buy.  
 Matching a word with a sound.  
 Put a line under each picture in which you hear the short-i sound.  
 dig dig dig dig dig  
 Matching a picture and a sound.  
 Put a line under each picture in which you hear the short-i sound.  
 (Picture) milk like little pipe fish  
 Matching a picture and a word.  
 picture of a bag big bag  
 Matching a picture and a sound.  
 picture of a car front door's faster father's automobile  
 Jane's room  
 Matching a picture and a sentence.  
 Find a hat to put on in the rain. Picture of your hat.  
 Matching a picture and a paragraph.  
 The engine of the train is a  
 big, big machine. It is the machine that makes the long train  
 go so fast. Picture of the engine is one of six pictures.



Matching a paragraph and a name.

A riddle with a word for an answer.

A riddle with a story title for an answer.

Matching a title and a paragraph or story.

Finding from three titles the best name for the story.

Matching a name and a phrase.

1. rooster      2. dog      3. pig      4. duck

. . . . digs his way out of the pen

. . . . barks at Betty

. . . . is brown

. . . . quacks all day long

Word Recognition Tests.

Circle the word the teacher says.

game

tape    tip    bag    pop    tap

came

give

The data from the study was analyzed and the findings are presented in the next chapter.





## CHAPTER III

## ANALYSIS OF DATA

The workbooks were analyzed to discover:

1. The types of activities as outlined by the publishers;
2. The frequencies of the items included;
3. The common elements within the workbooks;
4. The types of study skills included in the workbooks.

Table I shows the types of activities and the frequencies of these items as outlined by the publishers for Adventures with Faces and Places.<sup>1</sup>

The item which occurs most frequently is reading silently with speed and comprehension. Next in order of high frequency are writing sentences and associating meaning with symbols.

Items which occur only once are right or wrong tests, riddles, correct verb, and writing a poem.

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<sup>1</sup>Quinlan, M. B. Adventures with Faces and Places, Quinlan Readers, Allyn and Bacon, Boston, 1940.

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Quinn, M. E. Adventures with Facts and Places. Ginn Press, New York and London, 1947.



TABLE I

AN ANALYSIS OF ADVENTURES WITH FACES AND PLACES

Items	No. of pages on which item occurs
Reading silently with speed and comprehension	32
Writing sentences	17
Associating meaning with symbols	16
Recognizing word elements within words	13
Matching words in context or in lists	12
Color discrimination and illustrating	9
Yes and No tests	5
Writing a story	4
Tests of completing sentences	3
Tests of initial consonants	3
Classification	3
Contractions	2
Right or wrong tests	1
Riddles (test)	1
Correct verb (test)	1
Writing a poem	1

TABLE I  
AN ANALYSIS OF ADVERTISING WITH PAGES AND PAGES

Items	No. of pages on which it occurs
Reading silently with speed and comprehension	27
Writing sentences	17
Associating meaning with symbols	16
Recognizing word elements within words	13
Matching words in context or in lists	12
Color discrimination and illustrating	9
Yes and No tests	8
Writing a story	4
Tests of completing sentences	3
Tests of initial consonants	3
Classification	2
Contractions	2
Right or wrong tests	1
Match (test)	1
Correct verb (test)	1
Writing a poem	1



Table II shows the types of activities and the frequencies of these items as outlined by the publishers for The Study Book for Over a City Bridge.<sup>1</sup>

The item which occurs most frequently is critical reading. Next in order of frequency are language structure and phonetic analysis. Writing and spelling occur on twenty-four pages. Concept development, following directions, and dictionary readiness each occur on twenty-one different pages.

There are no items which occur on only one page in the workbook. Shifts of meaning and casual relationships occur on two pages of the workbook.

---

1

Betts, E. A. and Welch, C. M. The Study Book for Over a City Bridge, Betts Basic Readers, American Book Co., 1948.

Table II shows the types of activities and the frequencies of these

items as outlined by the publishers for The Study Book for Over a City

Bridge.

The item which occurs most frequently is critical reading. Next in order of frequency are language structure and phonetic analysis. Writing and spelling occur on twenty-four pages. Concept development, following directions, and dictionary readiness each occur on twenty-one different pages.

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Bates, E. A. and Welch, C. W. The Study Book for Over a City Bridge.  
Bates Basic Readers, American Book Co., 1945.



TABLE II  
AN ANALYSIS OF STUDY BOOK FOR  
OVER A CITY BRIDGE

Items	No. of pages on which item occurs
Critical reading	61
Language structure	43
Phonetic analysis	41
Writing and spelling	24
Concept development	21
Following directions	21
Dictionary readiness	21
Auditory discrimination	17
Attitudes (mood, intent, tone)	16
Assimilative reading	16
Visual discrimination (word forms)	15
Structural analysis	13
Classification of ideas (indexing and levels of abstraction)	12
Correct usage	9
Description	8
Identifying main ideas and summarizing	8
Predicting outcomes	8
Word-picture relationships	7
Interpreting maps and illustrations	5
Contrasting concepts	4
Relative values	4
Locating information	4
Order of presentation	3
Organizing information	3
Functional centers of expression	3
Shifts of meaning	2
Causal relationships	2

TABLE II  
AN ANALYSIS OF STUDY DATA FOR  
OVER-TOOTH STUDY

Items	No. of pages in which item occurs
Critical reading	61
Language structure	61
Phonetic analysis	61
Writing and spelling	36
Concept development	31
Following directions	31
Obtaining responses	31
Activity discrimination	17
Attention (motor, intent, tone)	16
Associative reading	16
Visual discrimination (word forms)	15
Structural analysis	13
Classification of items (indexing and levels of abstraction)	13
Context usage	13
Generalization	8
Identifying main ideas and summarizing	8
Predicting outcomes	8
Word-picture relationships	8
Interpreting maps and illustrations	7
Contrasting concepts	4
Relative values	4
Locating information	4
Order of presentation	4
Organizing information	4
Functional content of expression	4
Skills of reading	4
Causal relationships	4



Table III shows the types of activities and the frequencies of these items as outlined by the publishers for My Do and Learn Book to accompany We Are Neighbors.<sup>1</sup>

The item which occurs most frequently is vocabulary building. Next in order of frequency is reading for comprehension. Using context clues, reading for details, and phonetic word analysis each occur on twenty-one different pages.

There are not items which occur on only one page in the workbook. Words of similar configuration occur on two pages of the workbook.

---

1

Ousley, O. and Russell, D. H. My Do and Learn Book to accompany We Are Neighbors, The Ginn Basic Readers, 1948.

Table III shows the types of activities and the frequency of these items as outlined by the publishers for My Do and Learn Book for secondary We are neighbors.

The item which occurs most frequently is vocabulary building. Next in order of frequency is reading for comprehension. Being content alone, reading for details, and phonetic word analysis each occur on two or three different pages.

There are not items which occur on only one page in the workbook. Words of similar configuration occur on two pages of the workbook.

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Quelley, G. and Russell, G. H. My Do and Learn Book for secondary We are neighbors, The Glencoe Press, 1953.



TABLE III

AN ANALYSIS OF MY DO AND LEARN BOOK  
TO ACCOMPANY WE ARE NEIGHBORS

Items	No. of pages on which item occurs
Vocabulary building	79
Reading for comprehension	31
Using context clues	21
Details	21
Phonetic word analysis	21
Creative reading	18
Using picture clues	14
Following printed directions	12
Kinesthetic development	12
Sequence	9
Vocabulary tests	9
Main idea	9
Concept building	7
Structural word analysis	6
Interpreting pictures	5
Extending word meanings	5
Words of similar configuration	2

TABLE III  
AN ANALYSIS OF MY DO AND LEARN BOOK  
TO ACCOMPANY THE LIAISON BOOK

Item	No. of pages on which item occurs
Vocabulary building	79
Reading for comprehension	31
Using context clues	31
Details	31
Phonetic word analysis	31
Creative reading	18
Using abstract clues	14
Following printed directions	12
Kinesthetic development	12
Sequences	9
Vocabulary tests	9
Main idea	9
Concept building	7
Structural word analysis	6
Interpreting pictures	6
Interpreting word meanings	6
Words of similar construction	6



Table IV shows the types of activities and the frequencies of these items as outlined by the publishers for My Do and Learn Book to accompany Around the Corner.<sup>1</sup>

The item which occurs most frequently is vocabulary building. Next in order of frequency are creative reading, reading for details, and reading for comprehension. Phonetic word analysis occurs on twenty-four different pages.

There are no items which occur on only one page in the workbook. Using letter clues occurs on three pages of the workbook.

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<sup>1</sup>

Ibid.

Table IV shows the types of activities and the frequency of these items as outlined by the publishers for the Year Book in Geography around the corner.

The items which occur most frequently in Year Book in Geography are in order of frequency: creative reading, reading for details, and reading for comprehension. Thematic word analysis occurs on twenty-four different pages. There are no items which occur on only one page in the workbook. Using letter clues occurs on three pages of the workbook.

Index



TABLE IV

AN ANALYSIS OF MY DO AND LEARN BOOK  
TO ACCOMPANY AROUND THE CORNER

Items	No. of pages on which item occurs
Vocabulary building	79
Creative reading	34
Details	33
Reading for comprehension	32
Phonetic word analysis	24
Using context clues	18
Kinesthetic development	18
Using picture clues	17
Extending word meanings	15
Concept building	13
Word recognition	13
Following printed directions	11
Main idea	8
Interpreting pictures	7
Vocabulary tests	6
Sequence	5
Structural word analysis	5
Using letter clues	3

TABLE IV

AN ANALYSIS OF MY DO AND LAMEN BOOK  
TO ACCOMPANY AROUND THE CORNER

No. of pages on which  
idea occurs

79	Vocabulary building
24	Creative reading
23	Details
22	Reading for comprehension
24	Phonetic word analysis
18	Using context clues
18	Kinesthetic development
17	Using picture clues
15	Extending word meanings
13	Concept building
13	Word recognition
11	Following printed directions
8	Main idea
7	Interpreting pictures
6	Vocabulary cards
5	Sequence
5	Structural word analysis
3	Using letter clues

Table V shows the types of activities and the frequencies of these items as outlined by the publishers for the Do and Learn Workbook to accompany Lost and Found.<sup>1</sup>

The item which occurs most frequently is comprehension and recall. Next in order of high frequency are association of ideas, drawing conclusions, and root parts of words.

There are no items which occur on only one page in the workbook. There are three items which occur on only two pages in the workbook--meaning in context, contractions, and rhyming words.

---

1

Witty, Paul and Bristol, Ruth. Do and Learn to accompany Lost and Found, Revised, Reading for Interest Series, D. C. Heath and Co., 1947.



Table V shows the types of activities and the frequency of these

items as defined by the publisher for the For and Learner Handbook in

Secondary Level and Young.<sup>1</sup>

The list which occurs most frequently in composition and recall.

Word in order of high frequency are association of ideas, drawing

conclusions, and root parts of words.

There are no items which occur on only one page in the workbook.

There are three items which occur on only two pages in the workbook--

meaning in context, conclusions, and rhyming words.

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<sup>1</sup> Watts, Paul and Richard, Eds. It's All About Us and Learning to Read and Young.  
Revised, Reading for Interest Series, B. C. Heath and Co., 1967.

TABLE V

AN ANALYSIS OF DO AND LEARN TO ACCOMPANYLOST AND FOUND

Items	No. of pages on which item occurs
Comprehension and recall	58
Association of ideas	24
Drawing conclusions	16
Root parts of words	13
Word recognition and vocabulary tests	9
Following plot sequence	7
Following printed directions	6
Initial consonants	6
Initial speech sounds and blends	6
Compound words	6
Final consonants	5
Enrichment of meaning	3
Long and short vowels	3
Meaning in context	2
Contractions	2
Rhyming words	2

TABLE V

AN ANALYSIS OF DO AND LEARN TO ACCOMPANY

LOST AND FOUND

No. of pages on which  
item occurs

Items

38	Comprehension and recall
24	Association of ideas
16	Grouping words
15	Root parts of words
9	Word recognition and vocabulary tests
7	Following plot sequence
6	Following printed directions
6	Initial consonants
6	Initial speech sounds and blends
6	Compound words
5	Final consonants
5	Enrichment of meaning
5	Long and short vowels
5	Meaning in context
5	Contractions
5	Rhyming words



Table VI shows the types of activities and the frequencies of these items as outlined by the publishers for The Workbook to accompany Stories We Like.<sup>1</sup>

The item which occurs most frequently is associating aural and visual impression and identifying words that are alike. Next in order of frequency are reading critically, getting word meaning from context, associating related sentences and picture concepts, and distinguishing between words of similar form.

There are five items which occur on only one page in the workbook-- words of opposite meaning, finding little words in big, words that rhyme, recognizing the implied meaning of a paragraph, and associating root words with their variants.

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1

Yoakam, Gerald, Hester, Kathleen, and Abney, Louise. The Workbook to accompany Stories We Like, Laidlaw Basic Readers, Laidlaw Brother, 1947.

Table VI shows the types of activities and the frequency of these

items as outlined by the publishers for The Workbook in Secondary

English No. 1.

The item which occurs most frequently is associating words and  
visual impression and identifying words that are alike. Next in order  
of frequency are reading critically, getting word meaning from context,  
associating related sentences and picture concepts, and distinguishing  
between words of similar form.

There are five items which occur on only one page in the workbook--  
words of opposite meaning, finding little words in big words that rhyme,  
recognizing the implied meaning of a paragraph, and associating root  
words with their variants.

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I  
Yoshida, Gerald, Hester, Kathleen, and Abbey, Louise. The Workbook in  
Secondary English No. 1, Little Basic Readers, Little Reader, 1947.

TABLE VI

AN ANALYSIS OF THE WORKBOOK TO ACCOMPANY  
STORIES WE LIKE

Items	No. of pages on which item occurs
Associating aural and visual impressions and identifying words	16
Reading critically	10
Getting word meaning from context	6
Associating related sentence and picture concepts	6
Distinguishing between words of similar form	6
Retaining information and drawing inferences	5
Initial word sounds	5
Suffixes	5
Comprehending and retaining facts	4
Comprehending the central thought of a paragraph	4
Compounds	4
Organizing a story in correct sequence	4
Initial and final sounds	3
Interpreting phrases and recalling specific details	3
Recognizing words that are associated in meaning	3
Associating words with meaningful concepts	2
Vowel rules	2
Contractions	2
Diphthongs	2
Words of opposite meaning	1
Finding little words in big	1
Words that rhyme	1
Recognizing the implied meaning of a paragraph	1
Associating root words with their variants	1





Table VII shows the types of activities and the frequencies of these items as outlined by the publishers for My Work-Play Book for Friends and Workers.<sup>1</sup>

The item which occurs most frequently is matching a sentence and picture. Next in order of frequency are completing a sentence, word analysis, and answering a question by a word or phrase.

There are no items which occur on only one page of the workbook. Central idea of a paragraph occurs on two pages of the workbook.

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<sup>1</sup>

Gates, A. I., Huber, M. B., Peardon, C. C., and Salisbury, F. S. A Preparatory Book, My Work-Play Book for Friends and Workers, Today's Work-Play Books, The Macmillan Co., 1945.





TABLE VII  
AN ANALYSIS OF MY WORK-PLAY BOOK FOR  
FRIENDS AND WORKERS

Items	No. of pages on which item occurs
Matching a sentence and picture	52
Completing a sentence	50
Word analysis	44
Answering a question by a word or phrase	25
Matching words in context	17
Yes-No	13
Matching word or phrase and picture	10
Word recognition	6
Classification	3
Central idea of a paragraph	2

TABLE VII  
AN ANALYSIS OF THE WORK-PLAY ROOM FOR  
THE ELDER AND WORKERS

Items	No. of pages on which item occurs
Matching a sentence and picture	22
Composing a sentence	20
Word analysis	14
Answering a question by a word or phrase	22
Matching words in context	17
Yes-No	13
Matching word or phrase and picture	10
Word recognition	6
Classification	7
General idea of a paragraph	2

Table VIII shows the types of activities and the frequencies of these items as outlined by the publishers for The Companion Book for Friendly Village.<sup>1</sup>

The item which occurs most frequently is remembering story detail. Next in order of frequency are completing a unit of thought, recognizing different sounds of letters, and classifying words and phrases.

There are four items which occur on only one page in the workbook--selecting the right word from confusing words, recognizing opposites, recognizing rhyming words, and making compound words from familiar words.

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1

O'Donnell, M. C., Scharschug, H., and Carey, Alice. The Companion Book for Friendly Village, The Alice and Jerry Books, Row, Peterson, and Co., 1941.





TABLE VIII  
AN ANALYSIS OF THE COMPANION BOOK FOR  
FRIENDLY VILLAGE

Items	No. of pages on which item occurs
Remembering story detail	34
Completing a unit of thought	19
Recognizing different sounds of letters	17
Classifying words and phrases	15
Arranging a story in sequence	12
Arranging ideas in sequence	12
Selecting details associated with a story	10
Recognizing picture detail	10
Recognizing central idea	8
Reading for story detail	5
Selecting the right contraction	4
Deriving different words from basic words	4
Recognizing initial consonant blends	4
Recognizing words of similar meanings	3
Recognizing different meanings of words	3
Enriching the meanings of words	3
Reviewing phonetic parts in familiar words	3
Recognizing basic words in derived words	3
Predicting outcomes	2
Selecting the right pronoun	2
Deriving words with long vowels from short	2
Selecting the right word from confusing words	1
Recognizing opposites	1
Recognizing rhyming words	1
Making compound words from familiar words	1





Table IX shows the types of activities and the frequencies of these items as outlined by the publishers for The Companion Book for The New Friendly Village.<sup>1</sup>

The item which occurs most frequently is gathering information from reading. Next in order of frequency are remembering specific details, and initial consonant blends.

There are four items which occur on only one page of the workbook-- word meanings and colloquial expressions, associating names with characters, identifying events with places, and identifying characters with places.

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<sup>1</sup>

O'Donnell, M. C., Scharschug, H., and Carey, Alice. The Companion Book for The New Friendly Village, The Alice and Jerry Books, Row, Peterson, and Co., 1948.

Table 11 shows the types of activities and the frequencies of these items as outlined by the publisher for The Companion Book for The New Friendly Village.<sup>1</sup>

The item which occurs most frequently is gathering information from reading. Next in order of frequency are remembering specific details, and initial consonant blends.

There are four items which occur on only one page of the workbook—word meanings and colloquial expressions, associating names with characters, identifying events with places, and identifying characters with places.

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<sup>1</sup> O'Donnell, M. C., Belmont, R., and Carey, Alice. The Companion Book for The New Friendly Village. The Alice and Harry Books, Inc., Boston, and Co., 1948.

## TABLE IX

AN ANALYSIS OF THE COMPANION BOOK FORTHE NEW FRIENDLY VILLAGE

Items	No. of pages on which item occurs
Gathering information from reading	14
Remembering specific details	14
Initial consonant blends	11
Exercising judgment and drawing conclusions	10
Certain speech sounds and use in spelling	10
Context and initial consonant clues	10
Short vowels	9
Following precise directions	8
Final word sounds	7
Long vowels	7
Organizing	6
Using context clues	5
Main idea in a paragraph	4
Identifying characters through descriptive detail	3
Skimming	3
Tests--sight vocabulary and word meaning	3
Associating experiences with own	2
Predicting outcomes	2
General significance of context	2
Interpreting context through pictures	2
Compound words	2
Classification	2
Endings	2
Word meanings and colloquial expressions	1
Associating names with characters	1
Identifying events with places	1
Identifying characters with places	1





Table X shows the types of activities and the frequencies of these items as outlined by the publishers for the workbook Think-and-Do to accompany Friends and Neighbors.<sup>1</sup>

The item which occurs most frequently is seeing relationships. Next in order of frequency are associating meaning with printed words, interpreting new story material, and recognizing word form through visual scrutiny.

There are no items which occur on only one page of the workbook. Locating information occurred on two pages in the workbook.

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<sup>1</sup>

Gray, W. S. and Monroe, Marion. Think-and-Do Book to accompany Friends and Neighbors, The Basic Readers, Scott, Foresman, and Co., 1946.





TABLE X

AN ANALYSIS OF THINK-AND-DO BOOK TO ACCOMPANYFRIENDS AND NEIGHBORS

Items	No. of pages on which item occurs
Seeing relationships	19
Associating meaning with printed words	17
Interpreting new story material	15
Recognizing word form through visual scrutiny	14
Developing phonetic skills	10
Using phonetic analysis in attacking new words	10
Making judgments	10
Noting details	10
Understanding phrase and sentence meanings	9
Following directions	9
Verifying opinions	7
Recalling story facts	6
Using structural analysis in attacking new words	6
Developing phonetic understandings	5
Recognizing central ideas	3
Making inferences and drawing conclusions	3
Evaluating statements	3
Locating information	2



Table XI shows the types of activities and the frequencies of these items as outlined by the publishers for the workbook Think-and-Do to accompany More Friends and Neighbors.<sup>1</sup>

The item which occurs most frequently is using phonetic analysis in attacking new words. Next in order of frequency are associating meaning with printed words, perceiving relationships, and developing phonetic skills.

Recognizing central ideas and interpreting diagrams occur on only one page of the workbook.

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<sup>1</sup>

Gray, W. S. and Monroe, Marion. Think-and-Do Book to accompany More Friends and Neighbors, The Basic Readers, Scott, Foresman, and Co., 1946.





TABLE XI  
AN ANALYSIS OF THINK-AND-DO BOOK TO ACCOMPANY  
MORE FRIENDS AND NEIGHBORS

Items	No. of pages on which item occurs
Using phonetic analysis in attacking new words	28
Associating meaning with printed words	22
Perceiving relationships	16
Developing phonetic skills	13
Developing dictionary skills	12
Interpreting new story material	11
Using structural analysis in attacking new words	11
Following directions	10
Developing phonetic understandings	9
Recognizing word form through visual scrutiny	8
Noting details	8
Making judgments	7
Understanding phrase and sentence meanings	7
Understanding total context	5
Recalling story facts	5
Locating information	3
Discriminating between realistic and fanciful material	3
Making inferences and drawing conclusions	2
Visualizing from descriptive passages	2
Recognizing central ideas	1
Interpreting diagrams	1

TABLE II  
AN ANALYSIS OF THIRTY-ONE-TO FORTY-ONE  
WORD SENTENCES AND PARAGRAPHS

Item	No. of pages on which item occurs
Interesting diagrams	1
Repetitive central ideas	1
Repetitive descriptive passages	2
Repetitive information and drawing conclusions	2
Repetitive information between paragraphs and internal material	3
Repetitive information	3
Repetitive story facts	3
Repetitive total content	3
Repetitive phrases and sentence meanings	4
Repetitive judgments	4
Repetitive details	4
Repetitive word form through visual similarity	5
Repetitive phonetic understandings	5
Following directions	10
Using structural analysis in attacking new words	12
Interpreting new story material	12
Repetitive difficult words	12
Developing phonetic skills	13
Developing phonetic skills	13
Repetitive relationships	14
Associating meaning with printed words	22
Using phonetic analysis in attacking new words	23



Table XII shows the types of activities and the frequencies of these items as outlined by the publishers for the workbook Read and Do to accompany In New Places.<sup>1</sup>

The item which occurs most frequently is remembering directions while working. Next in order of high frequency are interpretation of meaning, and following printed directions. Location of specific items and word structure occur on thirty-six pages in the workbook.

There are no items which occur on only one page of the workbook. Classification and organization occur on nine pages of the workbook.

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<sup>1</sup>

Smith, Nila B. Read and Do to accompany In New Places, Silver Burdett and Co., 1947.



TABLE XII

AN ANALYSIS OF READ AND DO TO ACCOMPANYIN NEW PLACES

Items	No. of pages on which item occurs
Remembering directions while working	66
Interpretation of meaning	53
Following printed directions	41
Location of specific items	36
Word structure	36
Words and phrases to complete sentences	24
Recalling story ideas, facts, and details	23
Answers to questions	21
Recalling speeches and actions of characters	17
Phonics	17
Development of appreciation	16
Interpretation of words	16
Vocabulary tests	11
Classification and organization	9





Table XIII shows the types of activities and the frequencies of these items as outlined by the publishers for the workbook Read and Do to accompany With New Friends.<sup>1</sup>

The item which occurs most frequently is interpretation of meaning. Next in order of high frequency are remembering directions while working, following printed directions, and word structure.

There are no items which occur on only one page of the workbook. Classification and organization occur on seven pages in the workbook.

<sup>1</sup>

Smith, Nila B. Read and Do to accompany With New Friends, Learning to Read Series, Silver Burdett and Co., 1947.





TABLE XIII

AN ANALYSIS OF READ AND DO TO ACCOMPANY  
WITH NEW FRIENDS

Items	No. of pages on which item occurs
Interpretation of meaning	78
Remembering directions while working	73
Following printed directions	53
Word structure	32
Words and phrases to complete sentences	26
Phonics	24
Location of specific items	20
Interpretation of words	18
Answers to questions	17
Vocabulary tests	16
Recalling story ideas, facts, and details	15
Development of appreciation	13
Classification and organization	7



Table XIV shows the types of activities and the frequencies of these items as outlined by the publishers for the Workbook to accompany Along the Way.<sup>1</sup>

The item which occurs most frequently is filling in blanks. Next in order of frequency are following directions, and long and short vowels. Multiple choice, filling in blanks with words-comprehension, and direct questions each occur on twelve pages in the workbooks.

There are twelve items which occur on only one page of the workbook--choice of double words, phonetic elements, final consonants, rhyming words, little words in big words, compound words, synonyms, words spelled the same but different meaning, elimination of irrelevant sentences, classification of meaning (phrases), classification of meaning (sentences), and sequence of paragraphs.

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<sup>1</sup> Hildreth, Gertrude. Workbook to accompany Along the Way, Easy Growth in Reading Series, John C. Winston Co., 1947.





TABLE XIV  
AN ANALYSIS OF WORKBOOK TO ACCOMPANY  
ALONG THE WAY

Items	No. of pages on which item occurs
Filling in blanks--vocabulary review	18
Following directions and counting	17
Long and short vowel sounds	15
Multiple choice	12
Filling in blanks with words--comprehension	12
Direct questions	12
Coloring activities	9
Diagnostic vocabulary tests	9
Number concepts and counting activities	6
Paragraph test--riddles	6
Classification of meaning (words)	4
Sequence of sentences	4
Initial consonant blends	3
Endings	3
Paragraph test--best name for paragraph	3
Picture detail based on book illustration	3
Elimination of irrelevant words	2
Initial sounds	2
Filling in blanks with phrases	2
Yes-No statements	2
Sentence test with pictures	2
Choice of double words	1
Phonetic elements	1
Rhyming words	1
Little words in big words	1
Compound words	1
Synonyms	1
Antonyms	1
Words spelled the same but different meaning	1
Elimination of irrelevant sentences	1
Classification of meaning (phrases)	1
Classification of meaning (sentences)	1
Sequence of paragraphs	1





Table XV shows the types of activities and the frequencies of these items as outlined by the publishers for the Workbook to accompany The Story Road.<sup>1</sup>

The item which occurs most frequently is selecting words through use of context clues. Next in order of frequency are recalling story facts and comprehending new story material which occur seventeen times.

There are three items which occur on only one page of the workbook--recognizing words of opposite meanings, consonants in combinations, and pronouns.

1

Henderson, H. J. Workbook to accompany The Story Road, Easy Growth in Reading Series, John C. Winston Co., 1948.



TABLE XV

AN ANALYSIS OF WORKBOOK TO ACCOMPANYTHE STORY ROAD

Items	No. of pages on which item occurs
Selecting words through use of context clues	31
Recalling story facts	17
Comprehending new story material	17
Reviewing words in new context	15
Following directions	13
Answering questions	12
Vowels long and short sounds	11
Using judgment	9
Testing for vocabulary mastery	9
Seeing relationship in word meanings	8
Relating sentence and picture meaning	7
Clarifying word meanings	7
Rhyming words	7
Arranging stories in sequential order	6
Selecting phrases through use of context clues	6
Recognizing forms and meanings of confusing words	6
Endings	6
Finding details	5
Developing sentence meaning	5
Understanding the paragraph	5
Making inferences	4
Recognizing central thought	4
Initial consonants	4
Definitions of words	4
Identifying pictorial illustrations with word and phrase meanings	4
Locating information	3
Retaining incidents of the story	3
Recognizing similarities in the word and phrase meaning	3
Initial double consonants	3
Little words in big words	3
Compound words	3
Root forms of words	3
Recognizing the fact words more than one meaning	2
Plurals	2
Confusing words	2
Words pronounced alike but different in form and meaning	2
Letter sequence in the alphabet	2
Recognizing words of opposite meanings	1
Consonants in combinations	1
Pronouns	1





Table XVI shows the totals for the fifteen workbooks. It is arranged alphabetically.

Three items are included in all of the workbooks analyzed and occur many times--completing a sentence by a word with a total of 370 pages, matching a picture and a sentence with a total of 200 pages, and answering a question with a phrase with a total of 79 pages.

The next group are in this order of frequency--word recognition tests with a total of 103 occurrences in eleven of the workbooks; answering a question by a sentence included in thirteen workbooks; and completing a sentence by a phrase in twelve workbooks each 76 times; and answering a yes-no item found in twelve workbooks 67 times.

Another group has a fairly high frequency but are not found consistently in the workbooks--matching a picture and a sound with a total of 62 occurrences in eight of the workbooks; matching a word and a sound and matching a picture and a word each 53 pages in twelve and fourteen workbooks respectively; and matching a paragraph and a name with 49 occurrences in fourteen workbooks.

The last two items which occur least often are arranging paragraphs in order of sequence with a total of 19 pages in eight workbooks; and classifying sentences with a total of 17 pages in eight workbooks.





### CHECK LIST OF ITEMS

	Allyn Bacon	American Book Co.	Ginn Co.	Ginn Co.	D. C. Heath & Co.	Laidlaw Brothers	Macmillan Co.	Row, Peter-son Co. (1941)	Row, Peter-son Co. (new)	Scott, Foresman 2/1	Scott, Foresman 2/2	Silver, Burdett 2/1	Silver, Burdett 2/2	Winston 2/1	Winston 2/2	Total No. of Occurrences
Answering a question by a word	2	5	4	4	3	1	9		2	2		5	4	5	1	47
Answering a question by a phrase	4	9	4	6	4	5	3	4	5	6	2	14	7	3	4	79
Answering a question by a sentence		6	4	2	16	4		3	15	3	4	6	8	3	2	76
Answering a yes-no item	6	7		2	14		13		3	4	1	6	2	6	2	67
Arranging sentences in order of sequence		2	4	5	2			8	5	3	2		1	4	2	38
Arranging paragraphs in order of sequence					3	4		4		1		1	1	1	4	19
Classifying words	5	4	1	3	1			4	2	1			2	4	5	41
Classifying sentences		1		3		15	48	35	19	16	39	22	25	2	2	17
Completing a sentence by a word	4	49	20	23	3		2	10		7	3	1		23	29	370
Completing a sentence by a phrase	10	2	7	2	18	8	2		2			4	4	7	7	76
Using imagery	4		3		3	3	1	7		1	4		10	1		31
Matching a word and a sound	2	6		2	5	6			30	4	4	2		3	9	53
Matching a picture and a sound		1				1	9	1	8	2	3	1	6	12	3	62
Matching a picture and a word	4	3		2	6		1	6	1	2		2	2	4	3	53
Matching a picture and a phrase	5		5	3	1	8	52	3	4	6	4	24	11		1	29
Matching a picture and a sentence	10	3	13	12	23	1	1			1		1	5	14	13	200
Matching a picture and a paragraph		1	5	3	12	6	3	1	8	2	3		1	6	3	39
Matching a name and a paragraph	1	7	7	3	4	1		14	4		1	1	1	3	5	49
Matching a name and a phrase				5	3	16	6			10	2	12	16	1	4	35
Word Recognition Tests			9	6	8									9	9	103

TABLE XVI

CHECK LIST OF ITEMS

	Allyn American Grammar Co. Heath	Bacon Book Co.	Co. Co.	Co. Co.	Co. Co.	Co. Co.
Matching a name and a picture	1	7	7	7	7	7
Matching a name and a phrase	1	7	7	7	7	7
Matching a picture and a phrase	10	9	10	10	10	10
Matching a picture and a word	5	3	5	5	5	5
Matching a picture and a sound	4	3	4	4	4	4
Matching a word and a sound	2	6	2	2	2	2
Using imagery	4	3	4	4	4	4
Completing a sentence by a phrase	10	2	10	10	10	10
Completing a sentence by a word	4	4	4	4	4	4
Classifying sentences	1	1	1	1	1	1
Classifying words	5	4	5	5	5	5
Forming paragraphs in order of sequence						
Forming sentences in order of sequence	2	4	2	2	2	2
Answering a question by a word	6	7	6	6	6	6
Answering a question by a sentence	4	9	4	4	4	4
Answering a question by a phrase	2	2	2	2	2	2
Answering a question by a word	2	2	2	2	2	2



Table XVII shows the analysis of the fifteen workbooks as to the types of study skills found and their frequencies.

The main idea of a picture appears most frequently with a total of 97 pages, and is found in all but one workbook.

The next group includes classification of phrases with a total of 44 pages; classification of words with 41 pages; sequence of sentences on 38 pages; and riddles with a total of 35 pages.

A third group of relative importance includes classification of sentences with a total of 24 pages; the main idea of a paragraph and sequence of paragraphs, each on 19 pages; and the main idea of a story with a total of 14 pages.

A fourth group includes classification of paragraphs, sequence of pictures, and sequence of letters occurring on six pages each; sequence of words with five pages; and finally, classification of pictures on four pages.

There is no workbook in which the item skimming is found.





TABLE XVII

STUDY SKILL ITEMS

	Allyn Bacon	American Book Co.	Ginn Co.	Ginn Co.	D.C.Heath & Co.	Laidlaw Brothers	Mac- millan Co.	Row, Peter- son Co. (1941)	Row, Peter- son Co. (1948)	Scott, Foresman 2/1	Scott, Foresman 2/2	Silver Burdett 2/1	Silver Burdett 2/2	Winston 2/1	Winston 2/2	Total No. of Occurrences
Classification of pictures						2	1		1							4
Classification of words	5	4	1	3	1		1	4		1	5	4	3	5	4	41
Classification of phrases		1		4	2	1		23	4	2	3	1	1		1	44
Classification of sentences		1		5	1			4	2	1			2	3	5	24
Classification of paragraphs		2					1				2				1	6
Main idea of a picture		1	8	9	10	8	28	3	4	3	3	7	3	5	5	97
Main idea of a riddle	1	5	3	1	3	6	2	1	2	1	2		1	3	5	35
Main idea of a paragraph		3				3		8		2	1				2	19
Main idea of a story		2	4	2	1		1		6	1	1					14
Sequence of pictures		2	1	1					2							6
Sequence of letters		3									1				2	6
Sequence of words		2									2		1			5
Sequence of sentences		2	4	5	2			8	5	3	2		1	4	2	38
Sequence of paragraphs					3	4		4		1		1	1	1	4	19

Skimming







## CHAPTER IV

### SUMMARY AND CONCLUSIONS

In this study the contents of fifteen second grade reading workbooks have been analyzed to discover:

1. The types of activities;
2. The place of study skills;
3. The activities which could be used to supplement other basic reading systems.

The following observations are made as a result of this study:

1. Completing a sentence by a word is found in all the workbooks analyzed and has a total of 370 pages. Other items of high frequency are matching a picture and a sentence with a total of 200 pages, and word recognition tests occurring 103 times. The other items range from 79 occurrences for answering a question by a phrase down to one page for matching part of a picture and a sound.
2. A total of 358 pages of the 1533 pages analyzed are devoted to study skill exercises. Of these 358 pages, 165 contain exercises on finding the main idea, 119 classification, and 74 sequence. There are no exercises to teach skimming.



Finding the main idea and classification are included in all of the workbooks. Two workbooks do not have any exercises using sequence.

Occurrence of main idea exercises varies in the individual workbooks from a total of 31 pages down to one page. The frequency of classification exercises likewise varies from a total of 31 occurrences down to one occurrence. The highest frequency for sequence exercises in an individual workbook is 12 pages and it ranges down to 0.

3. Three types of exercises are found in all the workbooks analyzed--answering a question by a phrase, completing a sentence by a word, and matching a picture and a sentence.

Matching a picture and a word, and matching a paragraph and a name occur in all but one workbook. Three other items, answering a question by a word, answering a question by a sentence, and classifying words are found in thirteen of the workbooks.

Two items are found in only two workbooks--completing a sentence with a picture and answering a question by selecting a part of a picture.

Writing a poem, using the correct verb, colloquial expressions, interpreting diagrams, and pronouns are each found in only one workbook.

#### SUGGESTIONS FOR FURTHER RESEARCH

1. Analysis of the workbook to accompany Betts basic second reader level one.





2. Analysis of the workbooks to accompany the McKee series about to be published by Houghton Mifflin Company.
3. Conduct an experimental study of the value of using the workbooks that accompany the basal reader.
4. Construct a workbook that would correlate with all the basic reading systems.





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